

Project New Start

ARIZONA SCHOOL REPORT CARD 2003-04

320 N. Aztec, Flagstaff, AZ 86001

Flagstaff Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary
Achievement Profile *

Small School**

** Some schools will not receive an Achievement Profile until October 2004.

High School
Achievement Profile *

Small School**

** Some schools will not receive an Achievement Profile until October 2004.

No Child Left Behind

Adequate Yearly
Progress***

Not Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Dr. Judith Coates
Schedule : 7:00 AM to 3:00 PM
Grades : 7-12
2003 Enrollment : 83
Web Address :
Phone Number : (928) 773-8198
Fax Number : (928) 773-8427
E-mail : jcoates@apscc.org

Mission

New Start is designed to empower students in developing behavioral and academic skills which will facilitate success within personal relationships, school, on the job and at home.

School / Academic Goals

Ü Increase student attendance.

Ü Increase math scores.

Instructional Programs

Ü Standard Based
Ü Six Traits
Ü Core Curriculum

Enrollment

October 1, 2002 School Year Student Enrollment : 86
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 0

Calendar Information

Number of Instruction Days : 179
Average Daily Instruction Time : 5 hours 0 minutes
First Day of School : 8/11/2003
Last Day of School : 6/25/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web in early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

Project New Start

School Site Council

Council Composition

School Administrator(s)
Non-certified Employee(s)
Teacher(s)
Parent(s)
Community Member(s)
Student(s)

Council Duties

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	5.00
Other Professional Staff	3.00	Teacher Aide	.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	0	0	0
4 to 6 years	0	0	0	0
7 to 9 years	0	2	0	0
10 or more years	0	4	0	0

Shared Responsibilities

School

Communication - written and oral; Home/School coordinator; Community Networking.

Parents

Resources Available at School Site

Special Facilities

ü Green House

Extracurricular Activities

Social Services

ü City of Flagstaff Clean and Green

ü Education Talent Search

ü NAU Nursing Program

ü Authors in School

Transportation Policy

Riding a school bus in AZ is a privilege, except for special needs students. Students/parents need to know that district rules are for the safety of students. Failure to follow rules may result in parents providing transportation for their student.

Project New Start

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

ü Raised Reading scores.

ü Increased Math scores.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor

Year

Student Activity Rates for School Year 2002-03

	% School	% K-6	Arizona	
			% 7-8	% 9-12
Attendance Rate ²	88	95	94	96
Transfers Out ³	35	20	20	20
Transfers In ⁴ (Within District)	33	2	2	2
Transfers In ⁵ (Out of District)	1	10	10	9
Promotion Rate ⁶	80	99	98	95
Retention Rate ⁷	20	1	2	5
Dropout Rate ⁸	27			8
Status Unknown ⁹	19			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 6-7	NC	NC
Grades 7-8	NC	NC

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03¹¹

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	12	906	71167	100	101	99	432	479	463	80	26	38	20	42	41	0	20	14	0	12	7
All Students (Prior Year)	14	885	66213	NA	NA	NA	396	473	459	93	30	39	7	40	40	0	19	14	0	11	7
Female	NC	438	34825	NC	99	99	NC	478	462	NC	25	38	NC	45	42	NC	19	14	NC	11	6
Male	NC	460	36047	NC	102	99	NC	481	464	NC	27	38	NC	39	39	NC	21	15	NC	13	8
African American	--	16	3225	--	100	95	--	461	441	--	36	57	--	50	34	--	7	6	--	7	2
Hispanic	NC	157	23643	NC	95	97	NC	460	445	NC	41	53	NC	41	37	NC	15	8	NC	3	2
Asian/Pacific Islander	--	12	1503	--	92	100	--	484	493	--	20	18	--	40	40	--	30	23	--	10	19
American Indian/Alaskan Native	NC	209	5161	NC	99	103	NC	469	435	NC	34	63	NC	43	30	NC	16	5	NC	8	2
White	--	481	35245	--	98	95	--	488	476	--	19	26	--	42	45	--	23	19	--	16	10
Students with Disabilities	--	137	8095	--	116	104	--	447	426	--	52	69	--	38	25	--	10	5	--	0	1
Students without Disabilities	12	769	63072	100	99	99	432	481	464	80	24	37	20	43	41	0	20	15	0	13	7
Limited English Proficient Students	NC	146	10317	NC	81	111	NC	437	426	NC	60	72	NC	37	25	NC	1	2	NC	1	1
Migrant Students	--	NC	614				--	NC	440	--	NC	57	--	NC	34	--	NC	6	--	NC	3
Economically Disadvantaged	NC	33	17057				NC	445	440	NC	57	58	NC	33	34	NC	10	6	NC	0	2
Non-Economically Disadvantaged	11	873	54110				432	480	468	78	25	33	22	43	43	0	20	16	0	12	8

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	12	905	71100	100	101	99	467	509	502	45	20	25	36	18	21	18	43	40	0	19	15
All Students (Prior Year)	13	883	66144	NA	NA	NA	464	513	504	46	18	24	23	16	20	31	45	40	0	20	16
Female	NC	437	34801	NC	98	99	NC	511	505	NC	18	21	NC	17	22	NC	46	42	NC	19	15
Male	NC	461	36010	NC	102	99	NC	507	499	NC	21	28	NC	19	20	NC	41	38	NC	19	14
African American	--	16	3219	--	100	95	--	516	486	--	14	38	--	21	24	--	43	31	--	21	7
Hispanic	NC	153	23630	NC	92	96	NC	487	485	NC	35	37	NC	26	25	NC	30	32	NC	8	6
Asian/Pacific Islander	--	12	1509	--	92	100	--	523	522	--	0	12	--	30	14	--	40	46	--	30	28
American Indian/Alaskan Native	NC	204	5144	NC	97	102	NC	494	478	NC	28	46	NC	23	24	NC	40	25	NC	8	5
White	--	480	35198	--	98	95	--	520	515	--	14	15	--	13	18	--	48	47	--	25	21
Students with Disabilities	--	138	8121	--	117	105	--	489	470	--	35	55	--	28	20	--	28	21	--	10	4
Students without Disabilities	12	767	62979	100	98	99	467	510	503	45	19	23	36	18	21	18	44	41	0	19	15
Limited English Proficient Students	NC	144	10304	NC	80	110	NC	463	462	NC	57	63	NC	25	23	NC	19	13	NC	0	1
Migrant Students	--	NC	623				--	NC	475	--	NC	45	--	NC	27	--	NC	25	--	NC	3
Economically Disadvantaged	NC	33	17040				NC	466	483	NC	52	40	NC	30	25	NC	19	29	NC	0	6
Non-Economically Disadvantaged	11	872	54060				471	511	507	40	19	20	40	18	20	20	44	43	0	20	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded			
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	
All Students	11	882	69001	92	98	96	470	500	490	20	10	17	60	34	37	20	55	45	0	1	1	
All Students (Prior Year)	11	845	63579	NA	NA	NA	447	504	493	36	7	15	64	40	42	0	50	41	0	4	2	
Female	NC	430	34086	NC	97	97	NC	505	496	NC	8	13	NC	32	36	NC	59	51	NC	1	1	
Male	NC	447	34644	NC	99	95	NC	495	484	NC	13	22	NC	37	39	NC	51	38	NC	0	0	
African American	--	16	3115	--	100	92	--	489	478	--	21	25	--	21	44	--	57	31	--	0	0	
Hispanic	NC	156	22656	NC	94	92	NC	485	476	NC	18	27	NC	40	43	NC	42	30	NC	0	0	
Asian/Pacific Islander	--	12	1472	--	92	98	--	518	507	--	0	8	--	40	30	--	60	60	--	0	2	
American Indian/Alaskan Native	NC	198	4940	NC	94	98	NC	488	469	NC	13	34	NC	50	43	NC	38	23	NC	0	0	
White	--	466	34501	--	95	93	--	509	500	--	7	10	--	27	34	--	65	55	--	1	1	
Students with Disabilities	--	126	7386	--	107	95	--	470	459	--	39	46	--	31	37	--	31	17	--	0	0	
Students without Disabilities	11	756	61615	92	97	97	470	502	491	20	9	16	60	35	37	20	56	45	0	1	1	
Limited English Proficient Students	NC	139	9662	NC	77	104	NC	462	454	NC	35	51	NC	51	40	NC	14	9	NC	0	0	
Migrant Students	--	NC	590				--	NC	466	--	NC	35	--	NC	43	--	NC	22	--	NC	0	0
Economically Disadvantaged	NC	31	16383				NC	461	472	NC	37	30	NC	41	43	NC	22	26	NC	0	0	
Non-Economically Disadvantaged	10	851	52618				468	502	494	22	9	14	56	34	36	22	56	49	0	1	1	

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03¹¹

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	15	885	57534	115	95	91	458	497	491	83	37	46	17	20	16	0	27	23	0	16	15
All Students (Prior Year)	10	779	51010	NA	NA	NA	402	488	483	100	40	45	0	24	20	0	26	23	0	9	11
Female	NC	297	28155	NC	63	90	NC	493	491	NC	40	47	NC	22	16	NC	25	24	NC	13	14
Male	NC	327	28932	NC	70	89	NC	494	491	NC	40	46	NC	18	15	NC	27	23	NC	15	16
African American	--	17	2558	--	85	86	--	497	475	--	38	64	--	8	15	--	31	16	--	23	6
Hispanic	NC	82	17547	NC	56	86	NC	480	475	NC	56	64	NC	18	15	NC	20	15	NC	6	6
Asian/Pacific Islander	--	NC	1395	--	NC	96	--	NC	519	--	NC	22	--	NC	16	--	NC	28	--	NC	35
American Indian/Alaskan Native	NC	121	3794	NC	65	91	NC	485	468	NC	44	72	NC	30	13	NC	21	12	NC	5	3
White	NC	390	29790	NC	67	86	NC	502	501	NC	32	34	NC	20	17	NC	28	29	NC	19	20
Students with Disabilities	NC	125	5562	NC	95	93	NC	490	461	NC	50	79	NC	25	10	NC	13	8	NC	13	3
Students without Disabilities	14	760	51972	117	94	90	458	497	492	83	37	45	17	20	16	0	28	24	0	16	15
Limited English Proficient Students	NC	78	5467	NC	85	111	NC	464	458	NC	75	87	NC	14	7	NC	11	5	NC	0	1
Migrant Students	--	NC	702				--	NC	471	--	NC	74	--	NC	9	--	NC	14	--	NC	3
Economically Disadvantaged	--	NC	10446				--	NC	472	--	NC	70	--	NC	13	--	NC	13	--	NC	4
Non-Economically Disadvantaged	15	879	47088				458	497	495	83	37	42	17	19	16	0	28	26	0	16	17

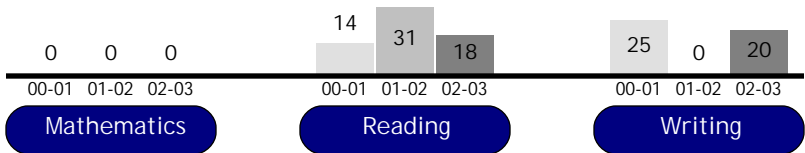
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	14	873	56700	108	93	89	478	520	512	45	9	15	9	20	23	45	58	52	0	13	10
All Students (Prior Year)	11	769	50525	NA	NA	NA	461	526	517	30	6	12	20	19	22	50	57	51	0	18	15
Female	NC	305	27862	NC	65	89	NC	523	517	NC	7	12	NC	19	22	NC	60	54	NC	14	12
Male	NC	312	28398	NC	67	88	NC	512	507	NC	11	19	NC	23	24	NC	56	49	NC	9	9
African American	--	16	2529	--	84	85	--	521	495	--	8	24	--	8	31	--	67	41	--	17	4
Hispanic	NC	84	17305	NC	58	85	NC	500	494	NC	19	24	NC	28	31	NC	51	41	NC	1	4
Asian/Pacific Islander	--	NC	1382	--	NC	95	--	NC	530	--	NC	6	--	NC	17	--	NC	59	--	NC	17
American Indian/Alaskan Native	NC	115	3815	NC	62	91	NC	502	489	NC	9	29	NC	34	35	NC	55	35	NC	3	2
White	NC	383	29209	NC	66	84	NC	529	525	NC	7	9	NC	15	17	NC	61	59	NC	18	15
Students with Disabilities	NC	114	5215	NC	87	87	NC	501	478	NC	23	43	NC	31	29	NC	38	25	NC	8	2
Students without Disabilities	13	759	51485	108	95	89	478	520	513	45	9	15	9	20	23	45	58	52	0	13	11
Limited English Proficient Students	NC	81	5378	NC	88	109	NC	475	471	NC	43	48	NC	33	36	NC	23	15	NC	0	0
Migrant Students	--	NC	689				--	NC	486	--	NC	31	--	NC	36	--	NC	30	--	NC	2
Economically Disadvantaged	--	NC	10358				--	NC	492	--	NC	26	--	NC	33	--	NC	37	--	NC	4
Non-Economically Disadvantaged	14	866	46342				478	520	516	45	9	13	9	20	21	45	58	54	0	13	12

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	810	55090	NC	87	87	NC	485	479	NC	9	16	NC	11	13	NC	79	70	NC	1	0
All Students (Prior Year)	NC	769	50572	NC	NA	NA	NC	485	481	NC	8	14	NC	22	23	NC	70	63	NC	0	1
Female	NC	298	27752	NC	64	89	NC	487	483	NC	7	13	NC	10	12	NC	83	75	NC	0	0
Male	NC	288	26842	NC	62	83	NC	479	474	NC	11	20	NC	12	15	NC	77	65	NC	0	0
African American	--	15	2336	--	79	78	--	496	464	--	0	25	--	15	14	--	77	62	--	8	0
Hispanic	NC	84	16391	NC	58	81	NC	467	458	NC	14	28	NC	13	16	NC	73	56	NC	0	0
Asian/Pacific Islander	--	NC	1356	--	NC	93	--	NC	499	--	NC	7	--	NC	9	--	NC	83	--	NC	2
American Indian/Alaskan Native	NC	118	3731	NC	64	89	NC	458	446	NC	19	37	NC	11	16	NC	70	47	NC	0	0
White	--	382	29053	--	66	84	--	494	492	--	5	8	--	9	12	--	85	79	--	1	0
Students with Disabilities	--	75	4141	--	57	69	--	458	436	--	28	47	--	11	18	--	61	35	--	0	0
Students without Disabilities	NC	735	50949	NC	92	89	NC	486	479	NC	8	16	NC	11	13	NC	79	71	NC	1	0
Limited English Proficient Students	NC	68	4711	NC	74	96	NC	431	422	NC	50	61	NC	8	13	NC	42	26	NC	0	0
Migrant Students	--	NC	666				--	NC	444	--	NC	39	--	NC	11	--	NC	50	--	NC	0
Economically Disadvantaged	--	NC	10168				--	NC	453	--	NC	32	--	NC	18	--	NC	50	--	NC	0
Non-Economically Disadvantaged	NC	803	44922				NC	485	484	NC	9	13	NC	11	13	NC	79	73	NC	1	0

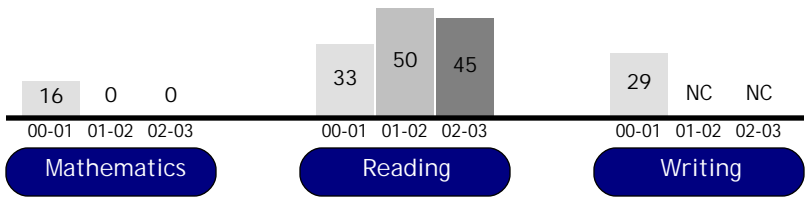
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	N
	Met Graduation Rate?	NA
	Made AYP?	No

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	--	--	61	53	NC	NC	53	48	NC	NC	61	51
	Language	--	--	64	55	NC	NC	55	51	NC	NC	61	54
	Mathematics	--	--	60	57	NC	NC	60	54	NC	NC	65	58
8	Reading	--	--	62	55	100	4	58	49	NC	NC	61	53
	Language	--	--	60	50	100	5	53	46	92	22	54	49
	Mathematics	--	--	62	57	100	10	59	54	NC	NC	66	58
9	Reading	--	--	49	43	NC	NC	45	37	NC	NC	50	41
	Language	--	--	45	41	NC	NC	44	38	NC	NC	48	42
	Mathematics	--	--	64	59	NC	NC	63	56	NC	NC	70	60

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

At New Start we believe that all students can succeed. To help accomplish this we are working to reduce absences, We have conflict management and counseling.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

10

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council		
Transportation Policy	Fred Fennell	(928) 773-4171
Community Resources		
School Nutrition Programs	Don Gala	(928) 527-6091
Parent Organization		
Student Health/Nurse	Janet Allen	(928) 527-6118

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards